

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter presents a comprehensive review of the theoretical and conceptual foundations relevant to the research. It begins by exploring the overarching discipline of Discourse Analysis (DA), followed by a more focused discussion on Conversation Analysis (CA) as a methodological approach. Particular attention is given to the concept of turn-taking and its various components and strategies, which serve as the core analytical framework for this research. Additionally, this chapter includes a review of previous studies that have investigated similar topics, providing valuable insights and supporting the relevance of the present research. The aim of this chapter is to establish a strong theoretical grounding to guide the analysis of turn-taking strategies in the 2024 American First Presidential Debate.

2.1 Discourse Analysis

Discourse Analysis (DA) is a broad approach to studying language that focuses on how people use language in real communication. It is not only concerned with grammar or sentence structure but also with how language creates meaning in different social, political, and cultural situations. DA is supported by various theories from linguistics, sociology, and philosophy that view language as a tool for building social identities, shaping relationships, and exercising power

(Fairclough, 1995). This makes DA useful for understanding how language works in media, education, politics, and everyday life.

There are several main branches in Discourse Analysis. One of them is Critical Discourse Analysis (CDA), which focuses on how language relates to power and ideology. CDA helps reveal hidden messages, dominance, and inequality in texts or speech (Fairclough, 1995; van Dijk, 1993). Another branch is Pragmatic Discourse Analysis, which studies how speakers use context and intention to create meaning, including speech acts and implied messages (Grice, 1975; Searle, 1969). Multimodal Discourse Analysis (MDA) goes beyond spoken or written text and examines meaning through images, gestures, sounds, or layout (Kress & van Leeuwen, 2001). There is also Genre Analysis, which focuses on the structure and purpose of specific types of texts like academic articles, news, or letters (Swales, 1990). Other branches include Narrative Analysis, which studies stories and personal experiences (Riessman, 2008).

One important branch of Discourse Analysis is Conversation Analysis (CA). CA focuses on how people manage conversations in real time. It studies how speakers take turns, interrupt, pause, and respond to each other in everyday talk. This method was first introduced by Sacks, Schegloff, and Jefferson (1974). In addition, Stenström (1994) developed a detailed model of turn-taking strategies in spoken interaction. She explains how speakers take, hold, and yield turns using different techniques such as fillers, repetition, or interruptions. CA is especially helpful when analyzing formal conversations like political debates, where turn-

taking is often used not only to share ideas but also to gain control, respond to opponents, or persuade an audience.

2.1.1 Conversation Analysis

Conversation Analysis (CA) is a method in discourse analysis that looks closely at how people organize their conversations. It focuses on how people take turns speaking, respond to each other, and keep the conversation flowing naturally. CA was first developed in the 1960s and 1970s by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson. This approach is based on the idea that people follow certain unwritten rules to understand each other and keep order in daily conversations. It studies how people manage turn-taking, deal with interruptions, and use pauses during real-time interactions. By studying these patterns, researchers can understand how meaning is created and how people perform social actions through talk.

According to Sacks, Schegloff, and Jefferson (1974), the key goal of CA is to understand how people manage their interactions while they are talking. One of the most important parts of CA is turn-taking, which is the way speakers take turns to talk. Turn-taking follows certain signals like pauses, overlapping talk, or changes in tone that help people know when to speak or when to wait. These rules help keep the conversation smooth and prevent confusion.

In formal settings like political debates, such as the 2024 American First Presidential Debate, turn-taking becomes even more important. Candidates do not just wait their turn they often use different strategies to manage when and how

they speak. They may interrupt to challenge their opponent, pause to keep control of their turn, or speak over someone to show dominance.

Stenström (1994) adds to this by explaining that speakers use specific taking the turn, holding the turn, and yielding the turn. These strategies help speakers manage their position in a conversation. For example, they may use fillers like “uhm” to keep their turn, or repeat words to gain time to think. In debates, these strategies can be used to avoid interruption, control the topic, or shift the focus.

2.1.1.1 Turn-Taking

According to Stenstrom (1994:4), turn-taking refers to the process in which one speaker gives another the opportunity to respond, thereby shifting the roles of speaker and listener.

A. Turn-Taking Components

In every conversation, speakers do not talk randomly or all at once. Instead, they take turns in an organized way. This system of taking turns is guided by specific components that help speakers know when to talk, how to build their speech, and when to allow others to speak. The Turn-Constructional Component is a crucial aspect of conversation, encompassing all spoken words before another person takes their turn. It consists of Turn-Constructional Units (TCUs), which can be sentences, clauses, phrases, or individual words. Completion of a TCU is indicated by syntactic, phonetic, prosodic, and pragmatic completion. The Turn-Allocational Component determines who will speak next, governed by the current

speaker selecting the next speaker or the next speaker self-selecting. Both mechanisms can be used to ensure effective communication.

1. The Turn-Constructional Component

A turn, as described by Stenström (1994), includes everything said by the present speaker before another speaker takes over. Some turns can be very short, containing only one word, while others can be lengthy, like a brief monologue. According to Sidnell (2013), turns in conversation are made up of a succession of turn-constructional units (TCUs), which can be sentences, clauses, phrases, or even individual words. Several indicators can signal TCU completion, including syntactic, phonetic, prosodic, and pragmatic.

Syntactic completion happens when an utterance creates a complete sentence that follows language's structural principles. Phonetic and prosodic completion, on the other hand, are defined by changes in speech patterns, such as a drop in pace, loudness, or pitch at the conclusion of a syllable. Pragmatic completion occurs when TCUs are understood in the context of the activities they want to encourage, making the utterance contextually relevant and complete (Sidnell 2013). According to Stenström (1994) and Sidnell (2013), a Turn-Constructional Component can be a sentence, clause, phrase, or even a word. Completion of a TCU can be syntactic, phonetic/prosodic, or pragmatic.

a. Syntactic Completion

Syntactic completion refers to the moment when a speaker finishes a sentence or clause that is grammatically complete. In other words, the

structure of the sentence is finished, making it a natural point where another speaker could take a turn.

Example:

A: "I think we should go to the park this afternoon."

This is a complete sentence, grammatically structured with a subject ("I") and a predicate ("think we should go..."), marking a syntactic completion. Syntactic completion occurs when a speaker finishes a grammatically complete unit, usually in the form of a sentence, clause, or phrase. It follows the rules of sentence structure in the language, such as having a subject and a predicate. When listeners recognize this grammatical completeness, they understand that the speaker may be ready to yield the floor.

b. Phonetic/Prosodic Completion

In conversation, listeners don't only rely on grammar to know when someone is done speaking. They also listen to how something is said. For example, a falling tone, a slight pause, or a slower pace often suggests that a speaker is finishing their thought and that the next speaker can take the turn.

Example:

A: "I'm not sure... maybe we can try something else?"

The speaker's falling intonation at the end signals the end of the TCU and invites the next speaker to take a turn. Phonetic or prosodic

completion involves the speaker's voice and tone. It refers to how changes in intonation, pitch, volume, or pausing at the end of a sentence help signal the completion of a turn. Typically, a falling intonation or slowing pace at the end of an utterance indicates that the speaker has finished and the next speaker may begin.

c. Pragmatic Completion

Pragmatic Completion refers to when a speaker's turn is considered complete because the intended meaning or social action has been fulfilled, even if the sentence is not grammatically or phonologically complete.

Example:

A: "Could you pass the salt?"

Even though the sentence is short, it is pragmatically complete because the intention (a request) is clear and understood within the conversational context. Pragmatic completion is based on the meaning and context of the utterance rather than its grammar or sound. A turn is pragmatically complete when the listener can clearly understand the speaker's intention, even if the sentence is short or grammatically incomplete. In other words, the turn achieves a communicative function within the given context (e.g., making a request, offering help, or giving an opinion).

2. The Turn Allocational Component

The Turn-Allocational Component refers to the act of selecting who will start talking first in a conversation. This component consists of two main mechanisms: the present speaker picking the next speaker and the next speaker self-selecting. The current speaker selects the next speaker.

a. Current speaker selects next speaker

The current speaker can choose the next speaker using a variety of approaches. This selection can be indicated by the first part of an adjacency pair, paired with nonverbal indicators such as gaze (Kendon, 1967) or the usage of address terms (Cliff, 2016). For example, a speaker may direct a question or comment to a single person, marking their turn to speak.

A: "Hey John, what do you think about the new manager?"

In this example, the speaker clearly indicates who should speak next by directly addressing a specific person. The phrase "Hey John" is an address term, which functions to call the attention of a particular listener. By combining a direct address with a question, the current speaker actively selects "John" as the next speaker. This removes ambiguity and prevents overlap, because other listeners understand that the turn is not open for general response. It is specifically assigned to John.

b. The next speaker self-select

When the present speaker does not indicate who should talk next, any person may have a turn. Self-selection can be achieved using a variety of tactics, including word searches and anticipating the end of the present speaker's speech (Cliff, 2016). These strategies help listeners recognize opportunities to participate in the discourse.

Example:

A: "I'm planning to watch a movie tonight..."

B: "Oh, really? I just saw a great one yesterday!"

In this example, the speaker A says, "I'm planning to watch a movie tonight..." but does not indicate or mention who should respond next. There is no use of an address term (e.g., a name) or a direct question, which means that A does not select a specific person to take the next turn. The turn is left open, allowing any listener to respond if they choose to do so. Speaker B then self-selects by jumping in and saying, "Oh, really? I just saw a great one yesterday!" This means B takes the next turn without being directly invited. B recognizes a natural pause or the possible end of A's turn and uses that opportunity to respond.

B. Types of Turn-Taking Strategies

According to Stenstrom (1994), turn-taking strategies are fundamental in managing conversational flow and include three main types: initiating a turn, maintaining a turn, and yielding a turn.

1. Taking a Turn

Taking a turn refers to the strategies used by speakers to start their turn in a conversation. This involves either beginning the conversation or taking over a turn from someone else.

a. Starting Up

This strategy involves how a speaker begins their turn. It can be categorized into hesitant and clean starts.

Hesitant Start.

This occurs when a speaker begins a turn but exhibits signs of hesitation, such as using filler words or pauses (Stenstrom, 1994:69).

Example:

“Uh... I think we might need to reschedule the meeting.”

The hesitation (“uh...”) indicates the speaker is still organizing their thoughts.

Clean Start.

This involves a more confident approach, often using introductory devices to capture the listener's attention (Stenstrom, 1994:70).

Example:

“Let me begin by saying I completely support your decision.”

The speaker uses an introductory phrase to begin smoothly and assertively.

b. Taking Over

This strategy is about taking a turn by connecting it explicitly to the ongoing conversation through uptake or links.

Uptake.

This occurs when a speaker takes a turn in response to the previous speaker, often triggered by conversational cues or appeals (Stenstrom, 1994:71).

Example:

A: “Do you think we should revise the report?”

B: “Yes, I believe some sections need improvement.”

Speaker B takes the turn in direct response to speaker A’s question.

Link.

This involves using conjunctions (such as and, but, so, because, however, although) to connect and continue the current topic, indicating understanding or disagreement (Stenstrom, 1994:72-73).

Example:

A: “The results were quite surprising.”

B: “And that’s exactly why we need to reevaluate our approach.”

The use of “and” signals continuation and linkage to the previous turn.

c. Interrupting

This strategy is used when speakers compete for the floor, often through:

Alert.

This involves using louder or higher-pitched utterances to gain attention and interrupt the current speaker (Stenstrom, 1994:74).

Example:

A: “So what I’m trying to say is—”
 B: “Wait! That’s not what I meant at all.”

Speaker B uses a sharp interjection to gain control of the conversation.

Meta-Comment.

This strategy seeks to politely interject or redirect the conversation without being overly direct or rude. It often includes phrases like “Can I just say...” (Stenstrom, 1994:75).

Example:

A: “I was just thinking that—”
 B: “Can I just add something quickly?”

Explanation: Speaker B uses a polite meta-comment to interject without being aggressive.

2. Holding the Turn

Holding the turn involves strategies used by speakers to maintain their conversational turn and manage their speaking time effectively. This allows them to avoid interruptions, manage gaps in speech, and prevent conversational breakdowns. According to Stenstrom (1994), these strategies include filled pauses or verbal fillers, silent pauses, lexical repetition, and new starts.

a. Filled Pause or Verbal Fillers

Filled pauses and verbal fillers are used by speakers to hold their turn while they plan their next statement. These include lexical markers like "uhm"

and "a" or verbal fillers such as "I mean" and "you know" (Stenstrom, 1994:76). These elements signal to other participants that the speaker is still processing their thoughts and does not wish to be interrupted.

Example:

A: "We could, uhm, maybe consider another strategy, you know?"

Fillers show the speaker is still thinking and not ready to give up the floor.

b. Silent Pause

A silent pause occurs when a speaker momentarily halts their speech to think, allowing them to organize their thoughts before continuing. This type of pause is strategically placed within the conversation to maintain control and prevent interruptions (Stenstrom, 1994:77).

Example:

A: "I think we should... [pause]... reconsider our timeline."

The pause indicates reflection, not the end of the turn.

c. Lexical Repetition

Lexical repetition involves repeating words or phrases to maintain the turn and provide the speaker with additional time to formulate their thoughts. This can include the repetition of single words or partial clauses, which helps the speaker sustain their turn in the conversation (Stenstrom, 1994:78).

Example:

A: "The key, the key here is transparency."

Repetition helps the speaker avoid being interrupted and gives time to think.

d. New Start

A new start is used when a speaker finds it challenging to continue with their current line of thought. This strategy involves beginning a new statement or rephrasing their ideas to keep the conversation going (Stenstrom, 1994:78).

Example:

A: “What I meant— Actually, let me say it differently. We need to change our strategy.”

The speaker restarts to clarify their point and retain their speaking turn.

3. Yielding the Turn

Yielding the turn refers to strategies employed by speakers to pass their turn to the next speaker. According to Stenstrom (1994), there are three main strategies for yielding the turn: prompting, appealing, and giving up.

a. Prompting

Prompting involves encouraging the next speaker to take their turn by responding to a greeting, question, invitation, or other conversational cues (Stenstrom, 1994:79). This strategy includes various conversational actions that signal the speaker's intention to pass the turn.

Example:

A: “What do you think about the proposal?”

The question signals the intention to hand over the turn.

b. Appealing

Appealing is a strategy where the current speaker uses explicit signals, such as question tags, to request feedback or a response from the listener.

Examples include using phrases like "right?" or "you know?" to elicit a reaction from the next speaker (Stenstrom, 1994:79).

Example:

A: "That presentation was really effective, wasn't it?"

The tag question invites the listener to take the next turn.

c. Giving Up

Giving up is when a speaker voluntarily relinquishes their turn due to a lack of ideas or difficulty in continuing the conversation. This often results in a pause, with the pressure on the listener to respond and take over the conversation (Stenstrom, 1994:79).

Example:

A: "I... I'm not sure what else to say."

The speaker runs out of ideas and implicitly passes the turn.

2.2 Previous Research

Several previous studies have examined turn-taking strategies in various communicative settings, including online classrooms, films, talk shows, and podcasts. These studies provide valuable insights into how turn-taking functions across different contexts and how conversational strategies are used to manage interaction, maintain politeness, and assert control. The following review highlights key findings from selected research that share theoretical and methodological similarities with the present research.

The research "Conversational Analysis on Politeness in Online Class Discussions: Exploring Turn-Taking and Relational Work Strategies Between Lecturer and Students" by Mulyati et al. (2023) investigates the role of turn-taking and relational work strategies in linguistic politeness in online class discussions. The research uses a mixed-method approach, combining qualitative and quantitative analyses, to provide a comprehensive analysis of politeness in online learning settings. The research found that the Appealing Strategy (AS) was the most frequently used turn-taking strategy, appearing in 16 out of 40 quotations. The relational work strategy of Being Cooperative (BC) was cited 22 times, indicating its prominence. The research concludes that these strategies are effective tools for evaluating and fostering politeness in online educational settings, improving interactions between lecturers and students.

Another article conducted by Tyas & Pratama (2022) presented a research analyzing turn-taking strategies within a podcast episode featuring Boy William and Cinta Laura. Utilizing a qualitative method based on Stenström's framework, the authors transcribed and classified conversation data from the sixth episode of the podcast, which is popular in Indonesia. The analysis identified several turn-taking strategies including starting up, promoting, interrupting, repeating words, taking over, overlapping, appealing, silent pauses, and filled pauses. The most frequently observed strategy was promoting, followed by interrupting and overlapping. The findings emphasize the importance of conversation analysis in understanding communicative intent, providing insights for both theoretical applications and practical use in applied linguistics education. The research

concludes that conversation strategies significantly impact the flow and interaction in informal podcast settings, and suggests avenues for further research in this area.

The research by Hardika et al. (2022) titled "Conversation Analysis in The Man Who Knew Infinity Movie" used a descriptive qualitative technique to investigate the discussions in the film using Harvey Sack's conversation analysis framework. The researchers looked at essential features like turn-taking, adjacency pairings, and sequences. Interruptions during turn-taking frequently elicited strong emotions such as anger and disappointment, whereas adjacency pairings featured interactions such as blame and denial, inquiry and answer, and complaint and apologies, which resulted in either positive or negative responses. The researchers obtained data utilizing the documentation approach. They chose a certain sequence from the film, specifically between 01:00:20 and 01:02:25, as their major data source. The researchers watched the movie, noted relevant conversations, and then analyzed these interactions using Harvey Sack's conversation analysis framework. They supplemented the movie's data with supporting information from the internet, journals, and other related sources to provide a comprehensive analysis of the conversations.

Sari et al. (2021) conducted "Conversational Analysis: Turn Taking on Indonesia Lawyer Club Talk Show" to examine turn-taking methods employed during a debate on the Sunda Empire on the Indonesia Lawyer Club (ILC) talk show. The primary goal of the research is to investigate how turn-taking methods are used in this televised debate. The researchers used Stenstrom's turn-taking

paradigm to conduct a qualitative content analysis. The research entailed watching the episode, taking notes throughout the conversation, categorizing, transcribing, translating, and evaluating the data based on turn-taking tactics. The data show that all of Stenstrom's turn-taking tactics, such as starting up, taking over, interrupting, overlapping, and repairing, were used during the debate. Among these, the most frequently used strategy was "starting up," which indicates a speaker's attempt to take the floor. The research also notes that "alert comments" were commonly used to attract attention, indicating an intention to emphasize statements or interrupt others.

The research titled "The Analysis of Turn Taking Strategies in EFL Classrooms" by Setiajid et al. (2020) explored how turn-taking strategies are employed in English as a Foreign Language (EFL) classrooms. The study's primary aim is to identify the types of turn-taking strategies used by teachers and students during classroom interactions to ensure smooth communication and an effective learning process. The research uses a qualitative approach, analyzing classroom interactions recorded on video. The data was transcribed and analyzed using Stenstrom's theory of turn-taking strategies, which includes "taking the turn," "holding the turn," and "yielding the turn." The findings revealed that while most of the expected strategies were observed, some, such as "metacomment" and "giving up," were not found due to the specific classroom context and timing. The research concludes that each individual in the classroom exhibits a unique pattern of communication, influenced by their personal characteristics and the social context of the classroom.

This research shares several similarities with prior studies, particularly in its focus on turn-taking strategies and the application of established theoretical frameworks. Like the studies conducted by Mulyati et al. (2023), Sari et al. (2021), and Tyas & Pratama (2022), this research employs Stenström's framework to examine conversational structures and patterns. Additionally, it adopts a qualitative method similar to previous research, using transcription and analysis of spoken data to explore communicative behaviors. However, this research also demonstrates several significant differences. While earlier research focus on turn-taking in contexts such as online classrooms, talk shows, films, and podcasts, the present research investigates a high-stakes, real-time political event. Unlike previous works that merely classify types of turn-taking or describe their frequency, this research critically explores the strategic use of turn-taking to assert dominance, interrupt, control the floor, and influence the audience. Furthermore, this research analyzes a more extended segment of data compared to prior studies, providing deeper insight into the communicative functions of each strategy. In terms of theoretical contribution, the research goes beyond basic Conversation Analysis by integrating Discourse Analysis to uncover how these turn-taking strategies reflect power dynamics and political persuasion. Therefore, the novelty of this research lies in its contextual focus, analytical depth, and interdisciplinary approach. It expands the application of turn-taking theory to political discourse, highlighting the role of conversational tactics in shaping public perception and rhetorical effectiveness in presidential debates. To sum up, this research investigates the components and types of turn taking based on Stenstrom theory

with the title “An Analysis of Turn Taking in the 2024 American 1st Presidential Debate: Discourse Analysis Approach.in the 2024 American 1st Presidential Debate: Discourse Analysis.

Table 2.1 Summary of Research on Turn-Taking Strategies in Communication

Criteria	An Analysis of Turn Taking in the 2024 American 1 st Presidential Debate: Discourse Analysis Approach	Mulyati et al. (2023)	Hardika et al. (2022)	Sari et al. (2021)	Setiajid et al. (2020)	Tyas & Pratama (2022)
Context	2024 American First Presidential Debates (political context)	Online class discussions	<i>The Man Who Knew Infinity</i> (movie)	ILC Talk Show Debate (Sunda Empire)	EFL Classroom (Senior High)	Podcast (Boy William & Cinta Laura)
Aim	Explore turn-taking in political debates and its impact on discourse	Analyze turn-taking and politeness strategies in online education	Examine conversation dynamics in a movie	Analyze turn-taking strategies in a televised debate	Identify turn-taking strategies in classroom interactions	Analyze turn-taking in an informal podcast setting
Method	Qualitative, using video recordings of debates	Mixed-method; Zoom recordings	Qualitative, documentation method with movie analysis	Qualitative content analysis, using Stenstrom's framework	Qualitative, video recordings and transcription	Qualitative, using podcast transcription and Stenstrom's framework
Theoretical Framework	Conversation Analysis (Stenstrom's Framework)	Stenström (1984), Paltridge (2002)	Harvey Sack's Conversation Analysis Framework	Stenstrom's Framework	Stenstrom's Framework	Stenstrom's Framework
Turn-Taking Strategies	Focus on interrupting, taking the floor, power dynamics	Appealing, Being Cooperative	Turn-taking, adjacency pairs, sequences	Starting up, taking over, interrupting, overlapping, repair	Taking the turn, holding the turn, yielding the turn	Promoting, interrupting, overlapping, silent pauses, filled pauses
Data Collection	Recorded live debates	Classroom activities recorded	Specific scene analysis in a movie	Recorded and streamed talk show episode	Recorded classroom sessions	Podcast episode transcription
Key Findings	Strategies impact public perception and debate dynamics	Frequent use of Appealing and Being Cooperative strategies	Interruptions lead to strong emotions, adjacency pairs influence responses	Starting up is most frequent; alert comments used to emphasize	Unique communication patterns observed in educational settings	Promoting strategy most common, significant in informal settings

The analysis of the 2024 American First Presidential Debates shares commonalities with the previous studies in its qualitative approach, focus on turn-taking, and use of conversation analysis frameworks. However, it stands out due to its political context, the specific nature of the debates, and the likely emphasis on strategies related to power dynamics and public discourse. This contrasts with the more varied and educational or informal contexts of the previous studies, which explore different implications and applications of turn-taking strategies.

2.3 Theoretical Framework

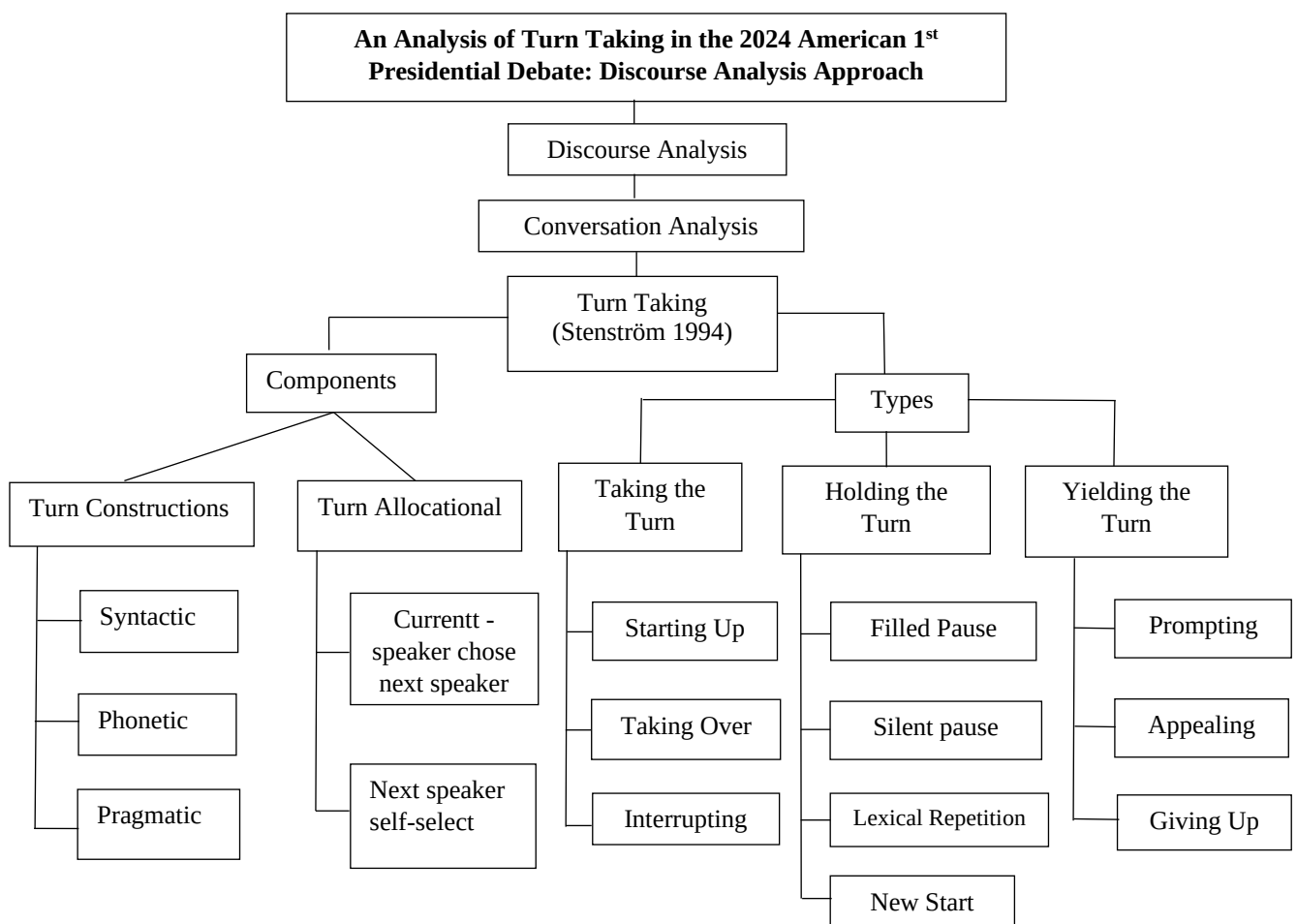


Figure 2.1 Theoretical Framework

This research contains a theoretical framework with a brief synopsis to assist researchers in achieving their objectives in data analysis and to help readers comprehend the research more effectively through a visual representation. The study begins with an exploration of Discourse Analysis (DA), highlighting its multidisciplinary approach to understanding how language constructs meaning, social identities, and power relations within specific contexts. Next, it delves into Conversation Analysis (CA), focusing on the systematic study of talk-in-interaction, particularly the mechanisms of turn-taking, sequence organization, and repair. The turn-taking strategies are further classified according to the framework provided by Stenström (1994), it consists of two main components: the Turn-Constructional Component, which includes Turn-Constructional Component signaling completion through syntactic, phonetic/prosodic, or pragmatic cues and the Turn-Allocational Component, which governs who speaks next, either through current speaker selection or self-selection.

Turn-taking strategies are classified into three types: taking a turn, holding a turn, and yielding a turn. Taking a turn includes starting up, taking over, and interrupting; holding a turn involves using fillers, silent pauses, repetition, or new starts to maintain the floor; and yielding a turn includes prompting, appealing, and giving up. These strategies allow speakers to manage conversation flow, prevent interruptions, and achieve communicative goals.